



Impact of Family, Home Environment and the Peer in the Development of Adolescent Psychology

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Abstract:

Research on family–peer relationships and their effect on childhood development is proceeding at a rapid pace, and important new conceptual and empirical developments are emerging in many domains. The purpose of this article is to study these developments and consider their impact on young adolescents. Of particular interest are investigators' efforts to refine existing models of family–peer influences and illuminate specific pathways between the two systems. This article hence focuses on family environment, early childhood, significance of good peer, social environment, and finally social competency of young adolescents.

Keywords: society, family environment, social competency, adolescents, childhood development etc.,

Home is a place of promise, safety, and comfort where people linked by blood and/or marriage reside. Numerous empirical investigations have demonstrated that children are impacted and affected by their environment influenced by their family Psychologists who study child development have demonstrated that children are certain individuals are influenced by their family, especially their parents and significant others, even before birth.

Early childhood events can even be irrevocable. Nevertheless, the bulk of studies on psychosocial elements focus on the effect of parents on children development with particular emphasis on the mother's role in these processes. However, if we view the home as a system, then the study of the home environment would be encompassing parent–child interactions, sibling relationships, and sociocultural components of home. The cumulative effect of all family members on the growth and development of children.

Children can be located by evaluating the home environment's dynamics. The world's fast shifting social, political, and economic landscape has not abated. The Indian family is unharmed. It is undergoing structural and functional alterations that have an effect on its



pertaining to the socialisation of adolescents and parent-child relationships. deterioration of social support from kinship, women's empowerment movement, media exposure, and rising competitiveness.

Needs of the market economy and increased accomplishment requirements are two factors that have evolved. In the recent past, family dynamics were altered. The necessity for diverse values and competencies. Both parental and teenage coping strategies are a cause of anxiety and stress for both teens and parents (Verma & Saraswathi, 2002). The modern world is growing increasingly competitive. In addition to academic achievement, the personal characteristic that substantially supports a child's growth trajectory is his social competence, which is defined as the ability to successfully master the social, emotional, and intellectual abilities needed to function in society.

FAMILY ENVIRONMENT

A "good family environment" is one that prepares children to handle the responsibilities of adulthood. the particular culture or subculture within which they exist. Studies undertaken on a global scale argued that early home environment is an important indicator of cognitive development and at Simultaneously, the house plays a crucial role in the formation of diverse personalities. characteristics and interpersonal skills. Kaur, and Rana, (2009) have observed statistically significant link between elements of the family environment, such as protectiveness, compliance, and reward, and combined nurturing and self-concept. The findings support the use of parental rewards and nurturing. The formation of a positive self-concept among adolescents requires action. Home environment is related with optimal child development.

Within certain contexts, in accordance with growing period and societal norms and expectations, it is not impossible to produce and sustain positive social results (Bierman and Welsh, 2008). For the growth of an individual, the household is the earliest and most significant social group. There is a substantial body of research from a range of sectors to support the notion that ordinary family events and parental interactions are crucial to children's social skill development. (Parke and Ladd, 1992). In addition, children acquire social skills and competences through the modelling and quality of family social interactions. These abilities are also tied to personality and larger social elements such as self-esteem, self-efficacy, inter-



personal efficacy, communication skills, and cognitive skill, all of which are influenced by the familial environment.

SOCIAL COMPETENCY

Social competency is an umbrella phrase that encompasses an extensive array of behaviours. It alludes to a youngster's ability to build and maintain mutually satisfying and high-quality connections and to prevent negative persecution or mistreatment from others. It refers to the qualities of accepting responsibility and demonstrating integrity. Respect, positive work habits, the capacity to solve difficulties and adapt to routines, and the willingness to learn are essential qualities for employees. Social competence can be effectively described in terms of three dimensions. The first is personal adequacy, and the next is interpersonal adequacy and the last is communication expertise.

1. Personal Adequacy consists of self-efficacy (i.e., self-direction, physical growth, and personal responsibility) and self-discipline (i.e. self-monitoring/coping skills)
2. Interpersonal Competence requires social awareness (i.e., proper recognition and comprehension) interpretation of social cues/rules existing in one's social context, social perception, respect for individual diversity and social conduct, social capacity and social skills (i.e. Appropriate greetings, hand gestures, etc. when engaging with others).
3. Communication skills involve the ability to communicate effectively in a variety of social circumstances.

Knight and Hughes (1995) define social competence as "the capacity to initiate and maintain rewarding interpersonal relationships." Bernard (1995) defines social competence as the ability to have positive connections, particularly with peers. Relationship abilities It requires receptivity, empathy, compassion, communication skills, and a sense of responsibility, humour. Social competency is a construct, according to a compilation of the definitions provided. The development of social and emotional skills during childhood and adolescence is crucial for influencing adjustment, life satisfaction, and opportunities, as well as promoting well-being (Merrell, 2002; Park, 2004). Without enough social competency, a person may encounter difficulties in the sectors of work, skills for everyday living, independent living, and community participation (Reugg, 2004). Social competency is also essential to a young person's successful transition into adulthood.



Individuals that are competent are able to evoke good responses from others, interact well, and are confident and skilled at creating intimate ties (Sanson & Smart, 2003). In addition, social skill has a considerable impact on psychological, intellectual, and adaptive functioning over the long term (Elliot, 2001). It promotes social acceptance by peers, positive self-esteem, and self-confidence (Lund & Merrell, 1995). Socially competent children are more likely to have superior coping and problem-solving skills.

The application of problem-solving strategies vary according to cognitive contexts. Those who show improper social conduct and are less able to adapt to their classmates have been reported to have ongoing life challenges (Schaffer, 2006). As children get older, their needs alter. Teenagers must acquire a number of abilities as they prepare to complete their official education and anticipate life after school. They must be prepared to potentially enter the workforce, assume family responsibilities, and decide things ranging from what to wear that day to problem-solving on the workplace. Simultaneously, children as they reach to adolescence come to terms with living with themselves - determining who they are, what they are capable of accomplishing, developing their own values, and appreciating their individuality (Darlene, 2009). Globalization and modernization are introducing new obstacles in the shape of rapidly evolving technologies, lifestyles, and cultures. Society is growing more diversified, allowing for more effective interpersonal relationships; economic expansion and stability pose new challenges all of which need great attention to be paid towards adolescent children both by family members and by the society.

PEER'S IMPACT ON ADOLESCENCE

Typically, as children enter adolescence, they spend more time with their friends and less time with their families, and their connections with their peers are increasingly unsupervised by adults. Children's perceptions of friendship often centre on shared activities, whereas adolescents' conceptions of friendship increasingly centre on in-depth intellectual and emotional exchanges. During adolescence, peer groups transition from mostly single-sex to mixed-sex. The tendency for adolescents within a peer group to share similar behaviours and attitudes has been attributed to the belief that adolescents who are similar to one another desire to spend time together in a "birds of a feather flock together" manner. Youth who spend time together have an influence on one another's views and behaviours.



During adolescence, peers can serve both positive and negative functions. Negative peer pressure may lead adolescents to make riskier decisions and engage in more problematic behaviour than if they were alone or with their family. When teenagers are among their peers, they are significantly more likely to consume alcohol, use drugs, and commit crimes than when they are alone or with their families. Delinquent peer contagion is one of the aspects of adolescent peer effect that has been studied the most (Dishion & Tipsord, 2011). This refers to the manner in which peers promote problem behaviour by laughing or displaying other indicators of approbation, hence increasing the probability of future problem behaviour. Peers are an essential source of social support and friendship during adolescence, and adolescents with positive peer relationships are happier and more well-adjusted than those who are socially isolated or have conflicting peer relationships.

Crowds are a degree of peer connections that emerges during adolescence. Unlike friendships, which are reciprocal interactive connections, and cliques, which are groups of persons that interact frequently, and crowds are distinguished more by similar reputations or images than real encounters (Brown & Larson, 2009). These crowds express many prototypical characters, such as jocks or brains, and are frequently correlated with teenagers' social status and their peers' judgments of their values or activities.

Conclusion

The home environment has the greatest impact on a student's academic performance. There are numerous home considerations and environment for the adolescent children that is lacking in most of the families. Consequently, it is suggested that students should be given a peaceful home environment conducive to study, which could aid boost student's overall development. The most effective method is to provide children with adequate time and an educational environment at home. The interactions between family members at home are an excellent source of improvement for children. It serves as a resource for social and cognitive development of children. Also, it benefits youngsters' confidence level. Therefore, it is suggested that students should be exposed to intimate family interactions; they should be let to share their opinion on various family issues and may be regarded as a functional family member. All of these facilities and tools are fundamental necessities for education. Therefore, it is suggested that educators should take great care to improve the self-confidence levels of the young adolescents. Self-esteem is a crucial life requirement for all individuals. Self-esteem



is crucial in terms of the inner self and satisfaction. Therefore, it is necessary to protect a child's dignity. Hence it is recommended that children be given adequate space and opportunity to have a voice in family matters.

Multiple variables that can have both positive and negative consequences complicate the experience of youth. Numerous studies have demonstrated that economic difficulty is connected with dysfunctional households and a variety of teenage issues, including risk-taking. This type of stress is likely to have a detrimental impact on parenting, but great parenting can also have a significant impact on the results for children. In addition, adolescents show a propensity to seek out peers similar to themselves and to imitate the peers with whom they associate; the overall effect may be beneficial or bad, but the precise mechanisms underlying these fluid relationships have not been consistently identified.

Similarly, strong ties with teachers and students at school can be a positive impact, but many middle and high school traits are not conducive to the formation of such bonds. Communities may also have structural qualities that assist positive adolescent development, such as social networks and resources for youth, although research has yet to answer specific concerns regarding how schools and communities may establish more favourable structures and cultures. In conclusion, the rapidly increasing universe of media devices and venues has a tremendous impact on the adolescent experience, as seen by the evolution of norms for numerous behaviours and, in particular, the relaxation of sexual attitudes and the rise in sexual engagement. At the same time, the media present a potentially formidable weapon for positively influencing young people.

Interventions that address these effects may target large populations or specific families and individuals who have displayed distressing behaviours. Like the presenters on specific risk behaviours, the presenters on external influences emphasise the need of targeting the youngest adolescents prior to the onset of issues.

The notion of well-being is utilised in the context of development, and nations are ranked as happy states based on the well-being of its citizens.

Comparing the well-being of developing nations with developed nations reveals that well-being is irrespective of economic prosperity. These nations' prosperity results from their satisfaction and integrated family life, social support, and other social factors. Consequently,



educational programmes, both in formal and non-formal education systems (as well as through extension efforts), should focus on social elements that have a beneficial impact on family life and occupational climate in order to improve the well-being of the population. In light of these findings, it is argued that it should be the primary responsibility of parents to ensure the maturation of their children in school. They should create an environment at home that is conducive to guiding the adolescents' emotions in a healthy direction. In addition, the study provides parents with advice for fostering their children's healthy development while having an appropriate watch on the peer of the child so that they may become well-adjusted adults. In order to cultivate a stimulating, encouraging, and healthy family atmosphere, it is advised, that a parent should not strictly adhere to a single style or conduct, but instead should adapt to the demands of the adolescent's personality.

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